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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

ST. ANNE CATHOLIC SCHOOL

124 Vodden St., Brampton
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<http://www.dpcdsb.org/anee>



*“Modeling God’s Forgiveness and Love:
Our Community Rooted in Faith, Responsibility and Learning”*

Mission Statement

*We have faith in God and therefore we have courage. We are able to be open with each other.
We care about the earth we live on.*

*Precious gifts from God, both teachers and children share with and learn from each other,
leading to a better understanding of ourselves and the world around us.*

*God's forgiveness and love are modeled in our lives.
In our daily work and learning may we be witnesses to Christ's death and resurrection.*

We realize our responsibility to share our gifts and serve others.

Our School Profile

St. Anne is an elementary school of approximately 625 students from Junior Kindergarten to Grade Eight. It is home to students of many diverse social and ethnic backgrounds and serves the downtown core area of the City of Brampton. It is a fairly transient community and services students from numerous language groups with the three largest non English groups speaking Spanish, Portuguese and Tagalog (Philippino). The special education and ELL programs have a strong emphasis on integration for students needing intensive remediation. In addition to the regular English stream offered from J.K. to Grade Eight, the school also serves as a regional Extended French School for the area of North Brampton.

For 40 years, St. Anne School has been a dynamic, Christ centered learning environment. Catholic Education, rooted in Christ, is called to a unique way of seeing and interacting with our world. Through the examples of our master teacher, Christ, we take our calling to “reach out into the deep” and “be community” for others seriously. Our Catholic view of academics, spiritual and moral development, sacramental preparation, prayer, discipline, and community, challenge us to use our learning for the benefit of others. We are called to be Christ for others.

At St. Anne School our commitment to academic excellence is a shared responsibility. As a Staff and School Council, we work hard bringing together students, parents, teachers, pastoral team, trustees and other partners to form a Catholic community in the service of the spiritual, intellectual, physical and emotional needs of students in our care.

Our students come to us with a variety of strengths and needs, with their Catholic *faith* as their common bond. Our prayer life, liturgical celebrations, the sacraments, and our *faith* and values system form the foundation of our school program. The curriculum is broad, balanced and relevant to the needs and aspirations of all our students. A wide range of subjects and learning experiences are offered to develop the skills, abilities and talents of individual students. Accordingly, appropriate assessment procedures are employed regularly to motivate and encourage student success. To ensure coherence and wholeness, subjects are taught within the context of *The Ontario Curriculum*, Gospel values and sound educational practices.

Measures of Student Achievement and Success

All students in the Dufferin-Peel Catholic District School Board schools are provided with the same opportunities to learn, to grow and to achieve their potential. Assessment results ensure that schools, parents and other stakeholders in our communities have access to high-quality information needed to make informed judgments and effective educational decisions. Schools continuously collect assessment data on student learning to plan for student growth. Teachers assess knowledge, skills and strategies on an ongoing basis. Regular assessments, both classroom and large scale, allow teachers to determine the effectiveness of their instruction, assess student learning, and make informed decisions about how to organize and pace instruction.

Provincial Measures of Student Achievement

The Primary and Junior EQAO assessments of reading, writing and mathematics are conducted annually by the Education Quality and Accountability Office (EQAO) in every publicly funded elementary school in Ontario. The assessments are based on *The Ontario Curriculum* and measure how well students know, understand and apply their skills and knowledge in reading, writing and mathematics. At the secondary level, the Grade 9 EQAO assessment of mathematics is administered at the close of each semester (or at the end of the year in non-semestered schools) each year to measure Grade 9 student achievement of mathematics expectations in *The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 (Revised)*. In addition, EQAO conducts the annual Ontario Secondary School Literacy Test (OSSLT) each March. Successful completion of this test (or the Ontario Secondary School Literacy Course) is one of the 32 graduation requirements of the Ontario Secondary School Diploma (OSSD).

The provincial assessments provide a ‘snapshot’ of how well students are learning what is expected of them in the curriculum at specific points in time. The assessments complement local school data and can help identify ways to influence instruction and other practices to help students learn more effectively and efficiently. Students’ work is assessed according to curriculum expectations and using a four-level assessment scale that reflects the four achievement levels in *The Ontario Curriculum*. Level 3 on the assessment scale represents the provincial standard and identifies a high level of achievement of the provincial expectations. The results from the assessments are used by boards and schools to improve learning and teaching and not for ranking schools. **Ranking of schools is inappropriate and could result in misleading comparisons, which may ignore the unique conditions that affect student achievement and prevent schools and the board from addressing the critical issue of improving learning for all students.**

School, Board and Provincial Achievement Results: 2007 - 2008

School results on the EQAO grades 3 and 6 reading assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading and writing skills. Our grades 3 and 6 results in mathematics have exceeded the results from the previous year, but indicate that there is room for improvement.

Percent of students, enrolled in the grade (Method 1), who scored at and above the provincial standard (Levels 3 & 4):

	Reading (All Students) Levels 3,4	Writing (All Students) Levels 3,4	Mathematics (All Students) Levels 3,4
Grade 3 ('07-'08)			
School	58%	56%	56%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	73%	65%	43%
Board	70%	72%	62%
Province	66%	67%	61%

Dufferin-Peel Catholic District School Board
 Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p>Catholicity</p> <p><i>The goal of the Dufferin-Peel Catholic community is to enhance the faith formation of all community members (staff, student, trustees, parents) by strengthening the partnership of home, parish and school.</i></p> <ul style="list-style-type: none"> • Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth. • Identify and integrate faith stories and teachings (all staff within their roles as Catholic educators), in order to provide a Catholic perspective across the system. 	<ul style="list-style-type: none"> ▪ Focus on support for third world countries as well as the school community ▪ Student focus on the 3 R's Reduce, Reuse and Recycle ▪ Teach virtue education through gospel stories, monthly prayers and presentations 	<ul style="list-style-type: none"> ▪ Shoe Box drive for Dr. Simone (Third World), Breakfast club for needy students, Christmas baskets for needy families ▪ Litterless lunches increased, Green boxes effectively used ▪ Staff and students develop presentations reflecting virtues everyday 	<ul style="list-style-type: none"> ▪ Collected goods sent to third world country, regular monitoring of breakfast for students ▪ Decrease in garbage ▪ Informal feedback from school council, staff, and students 	<ul style="list-style-type: none"> ▪ June 2009 ▪ Ongoing feedback will inform the school's planning for next steps

<p>Community Development</p> <p><i>The goal of the Dufferin-Peel Catholic community is to strengthen community relationships in an effort to sustain confidence in our commitment to improving support for student learning.</i></p> <ul style="list-style-type: none"> • Increase awareness and build system-wide capacity towards the development of a comprehensive whole-school approach to violence and bullying prevention, and progressive discipline within our Catholic faith perspective. 	<ul style="list-style-type: none"> ▪ Implement PALS: Identify students for leading games at recess ▪ Continue to implement Peel Health Bullying Prevention lessons ▪ Establish a school Wide Professional Learning Team to develop Effective classroom management & discipline - staff work through book "With All due Respect" ▪ Workshop for staff and parents by Ron Morrish 	<ul style="list-style-type: none"> ▪ Reduced number of conflicts ▪ Improved student behaviour through effective prevention strategies 	<ul style="list-style-type: none"> ▪ Informed feedback from Staff and community – Safe Schools Action Team ▪ Incident tracking & Suspension data 	<ul style="list-style-type: none"> ▪ January 2009 ▪ May 2009

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Dufferin-Peel Catholic District School Board
 Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p>Excellence in Student Achievement</p> <p><i>The goal of the Dufferin-Peel Catholic community, within the context of the Catholic Graduate Expectations, is to continue to establish and nurture the conditions needed to advance high levels of student achievement, and narrow the gap in student achievement so that all students can grow in their journey to know God and ultimately transform the world around them.</i></p> <ul style="list-style-type: none"> • Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. 	<ul style="list-style-type: none"> ▪ Continue to implement Young Minds at Play (OPA project), establish playroom ▪ K-3 Response to Intervention RTI (OPA project), teachers complete questionnaire ▪ K-8 implementation of Teaching Learning Cycles (TLC) every 6-8 weeks 	<ul style="list-style-type: none"> ▪ Effective use of common planning time ▪ Staff and Sp. Services dialogue linking assessment to effective teaching strategies ▪ Increase in student Performance ▪ Implementation of differentiated teaching strategies 	<ul style="list-style-type: none"> ▪ CASI ▪ PM Benchmarks ▪ Diebels ▪ Young Minds at Play questionnaire 	<ul style="list-style-type: none"> ▪ Nov. 7, Feb. 20, June 5 For CASI and PM ▪ OPA projects as appropriate

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	<ul style="list-style-type: none"> ▪ Stream 1 identification for Intermediate Division and OFIP 2 for K-6 	<ul style="list-style-type: none"> ▪ Effective staff implementation of TLC's 		
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<p>Financial Accountability and Transparency</p> <p><i>The goal of the Dufferin-Peel Catholic community is to continue to comply with board policies and best practices in the areas of fiscal responsibility, accountability, and transparency.</i></p> <ul style="list-style-type: none"> • Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context. 	<ul style="list-style-type: none"> ▪ Ensure that the school budget is aligned to school goals and maintain a balanced budget 	<ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement 	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets 	<ul style="list-style-type: none"> ▪ Monthly tracking
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<p>Student Enrolment Impact</p> <p><i>The goal of the Dufferin-Peel Catholic community is to develop proactive strategies to address the impact of changes in student enrolment and its impact on staff, students, and our Catholic community through all practices of the Board including Human</i></p>				
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School Plan for Sustained and Continuous Improvement 2008 - 2010

<p><i>Resources, Employee Relations, Budget, Planning, Etc., in a manner that will ensure sustainable balanced budgets in the future.</i></p> <ul style="list-style-type: none"> • Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections. 	<ul style="list-style-type: none"> ▪ Ensure accurate reporting of student enrolments through the electronic register 	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments 	<p align="center">:</p> <ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines 	<ul style="list-style-type: none"> ▪ Daily and required ONSIS reports
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This sheet may be used by schools that choose to develop additional goals.

System Goal:				
Increase awareness and build system-wide capacity toward the development of a comprehensive whole-school approach to violence and bully prevention, and progressive discipline within our Catholic faith perspective.				
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
<ul style="list-style-type: none"> ▪ Implement PALS ▪ Establish a school wide Professional Learning Team to develop Effective classroom management & discipline 	<ul style="list-style-type: none"> ▪ Identify students for leading games at recess (PALS) ▪ Implement Peel Health Bullying Prevention lessons ▪ Workshop for staff and parents by Ron Morrish ▪ Work though book “With All Due Respect” 	<ul style="list-style-type: none"> ▪ Reduced number of conflicts ▪ Improved student behaviour through effective prevention strategies 	<ul style="list-style-type: none"> ▪ Informed feedback from staff and community ▪ Incident tracking & suspension data 	<ul style="list-style-type: none"> ▪ January 2009 ▪ May 2009

System Goal:				
Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.				
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
<ul style="list-style-type: none"> ▪ Young Minds at Play (OPA project) ▪ K-3 Response to Intervention RTI (OPA project) ▪ Implementation of Teaching Learning Cycles (TLC) 	<ul style="list-style-type: none"> ▪ Establish playroom ▪ Completion of RTI questionnaire ▪ TLC every 6-8 weeks by division 	<ul style="list-style-type: none"> ▪ Effective use of common planning time ▪ Staff and Sp. Services dialogue linking assessment to effective learning strategies ▪ Increase in student performance ▪ Implementation of differentiated teaching strategies 	<ul style="list-style-type: none"> ▪ CASI ▪ PM Benchmarks ▪ Diebels ▪ Young Minds at Play questionnaire 	<ul style="list-style-type: none"> ▪ Nov. 7, Feb. 20, June 5 for CASI and PM ▪ OPA projects as appropriate